

**Title III English Language Proficiency
Annual Measurable Achievement Objectives
2003-2004**

INTERPRETIVE GUIDE

Annual Measurable Achievement Objectives (AMAOs)

Under Title III of No Child Left Behind, each state must set AMAOs or targets for cohorts of LEP students in

- a. making progress in learning English according to state English Language Proficiency Standards
- b. attaining English proficiency as measured by a valid and reliable English language proficiency assessment, and
- c. making adequate yearly progress (AYP) on state academic assessments under Title I

Title III also holds each district serving LEP students accountable for making progress towards meeting the state AMAOs. Districts are considered to have met Title III AMAOs if all cohorts met English language proficiency progress and attainment goals and the LEP subpopulation made AYP in Reading, Mathematics, and participation under Title I.

Progress Goal

Kentucky LEP students were assessed using the Language Assessment Scales (LAS) or the IDEA Proficiency Test (IPT), and their proficiency levels from the Oral, Reading and Writing Components were combined and mapped on to the state English Language Proficiency Standards at five levels: Beginning, Lower Intermediate, Upper Intermediate, Advanced, and Proficient/Exit. The annual progress goal (state or district) is the percentage of LEP students in each cohort who progressed by one proficiency level, e.g. Beginning to Lower Intermediate, between 2002-2003 and 2003-2004.

Attainment Goal

Kentucky LEP students whose combined Oral, Reading and Writing proficiency levels on the LAS or IPT mapped on to the Proficient/Exit level on the state English Language Proficiency Standards were considered to have “attained” English language proficiency. The annual attainment goal (state or district) is the percentage of LEP students in each cohort who attained English language proficiency in 2003-2004.

Cohorts

Kentucky LEP students with formal schooling were placed into five cohort groups based on the number of years enrolled in an English language instructional program. Year 1 Cohort refers to students who have received one year of English language instruction, and Year 5 Cohort refers to students who have received five or more years of English language instruction in or out of the district. Annual progress and attainment goals for each of these cohorts also considered these students’ entry proficiency level. (Their proficiency level when they first enrolled in the language instructional program impacts the rate at which they make progress in learning English and in acquiring English proficiency.) The state’s goal is for these LEP students to make annual progress at a rate that will enable them to attain English language proficiency in five years of English language instruction.

Kentucky LEP students with limited or no formal schooling were placed into seven cohort groups based on the number of years enrolled in an English language instructional program. The state’s goal is for these LEP students to make annual progress at a rate that will enable them to attain English language proficiency in seven years of English language instruction.

Table Notations	Definitions
Y (Yes)	The state/district met the progress or attainment goal for that cohort group.
N (No)	The state/district did not meet the progress or attainment goal for that cohort group.
N/A n/a	Not Applicable. Sufficient size for AMAOs is at least 10 students in a cohort group. The district had less than 10 students in this cohort group, and therefore did not have to meet the state progress or attainment goal for this cohort. Districts with no cohorts of sufficient size are not evaluated against state AMAOs. Their reports will indicate N/As for all cohort groups and targets.
Cohort N	Number of LEP students in each cohort group.
% Progress	Percentage of LEP students who made progress.
% Attainment	Percentage of LEP students who attained proficiency.
(low CI, high CI)	Confidence interval based on the size (N) of the cohort group. If the upper limit of this confidence interval is at or above the state % progress or attainment goal, then the cohort is considered to have met that AMAO.
ALL	<p>This column refers to totals for all cohort groups in the district. This does not have any bearing on meeting AMAOs. This data is provided simply for your information.</p> <p>Cohort N = The total number of students in all the cohorts in the district.</p> <p>% Progress = The percentage of students from all the cohorts that made progress</p> <p>% Attainment = The percentage of students from all the cohorts that attained English language proficiency</p>
Met Overall AMAOs	<p>This is based on whether all the cohort groups each met the state progress goals (for making progress in learning English) and the state attainment goals (for attaining English proficiency).</p> <p>If any cohort did not meet the AMAO for progress, the district is considered to not have met the overall AMAO for progress. If any cohort did not meet the AMAO for attainment, the district is considered to not have met the overall AMAO for attainment.</p> <p>Failure to meet ANY ONE of the progress or attainment goals in any of the cohorts for the assessment results that are submitted in May 2006 must result in a district wide parent notification beginning in the fall of 2006.</p>

**Title III English Language Proficiency
Annual Measurable Achievement Objectives
2003-2004**

District:_____

I. K-12 LEP Students with Formal Schooling

Annual Measurable Achievement Objectives (AMAOs)	Year 1 Cohort	Year 2 Cohort	Year 3 Cohort	Year 4 Cohort	Year 5 Cohort	ALL
State Progress Goal	%	%	%	%	%	
Cohort N	N	N	N	N	N	N
% Progress (x,x)	% (x,x)	% (x,x)	% (x,x)	% (x,x)	% (x,x)	%
Met Progress AMAO	Y/N	Y/N	N/A	N/A	Y/N	Y/N**
State Attainment Goal	%	%	%	%	%	
Cohort N	N	N	N	N	N	N
% Attainment (x,x)	% (x,x)	% (x,x)	% (x,x)	% (x,x)	% (x,x)	%
Met Attainment AMAO	Y/N	Y/N	N/A	N/A	Y/N	Y/N**

**Not meeting AMAOs for one or more cohorts for progress and/or for proficiency is considered not having met AMAOs for the district.

II. K-12 LEP Students with Limited or No Formal Schooling

Annual Measurable Achievement Objectives (AMAOs)	Year 1 Cohort	Year 2 Cohort	Year 3 Cohort	Year 4 Cohort	Year 5 Cohort	Year 6 Cohort	Year 7 Cohort	ALL
State Progress Goal	%	%	%	%	%	%	%	
Cohort N	N	N	N	N	N	N	N	N
% Progress (x,x)	% (x,x)	% (x,x)	% (x,x)	% (x,x)	% (x,x)	% (x,x)	% (x,x)	%
Met Progress AMAO	Y/N	Y/N	N/A	N/A	Y/N	Y/N	Y/N	Y/N**
State Attainment Goal	%	%	%	%	%	%	%	
Cohort N	N	N	N	N	N	N	N	N
% Attainment (x,x)	% (x,x)	% (x,x)	% (x,x)	% (x,x)	% (x,x)	% (x,x)	% (x,x)	%
Met Attainment AMAO	Y/N	Y/N	N/A	N/A	Y/N	Y/N	Y/N	Y/N**

**Not meeting AMAOs for one or more cohorts for progress and/or for proficiency is considered not having met AMAOs for the district.

**Title III English Language Proficiency
Annual Measurable Achievement Objectives
2003-2004**

STATE REPORT

III. LEP Students with Formal Schooling

Annual Measurable Achievement Objectives (AMAOs)	Year 1 Cohort	Year 2 Cohort	Year 3 Cohort	Year 4 Cohort	Year 5 Cohort	TOTAL of All Cohorts
State Progress Goal	%	%	%	%	%	
Cohort N	N	N	N	N	N	N
% Progress (x,x)	% (x,x)	% (x,x)	% (x,x)	% (x,x)	% (x,x)	%
Met Progress AMAO	Y/N	Y/N	N/A	N/A	Y/N	Y/N**
State Attainment Goal	%	%	%	%	%	
Cohort N	N	N	N	N	N	N
% Attainment (x,x)	% (x,x)	% (x,x)	% (x,x)	% (x,x)	% (x,x)	%
Met Attainment AMAO	Y/N	Y/N	N/A	N/A	Y/N	Y/N**

**Not meeting AMAOs for one or more cohorts for progress and/or for proficiency is considered not having met AMAOs for the district.

IV. LEP Students with Limited or No Formal Schooling

Annual Measurable Achievement Objectives (AMAOs)	Year 1 Cohort	Year 2 Cohort	Year 3 Cohort	Year 4 Cohort	Year 5 Cohort	Year 6 Cohort	Year 7 Cohort	TOTAL of All Cohorts
State Progress Goal	%	%	%	%	%	%	%	
Cohort N	N	N	N	N	N	N	N	N
% Progress (x,x)	% (x,x)	% (x,x)	% (x,x)	% (x,x)	% (x,x)	% (x,x)	% (x,x)	%
Met Progress AMAO	Y/N	Y/N	N/A	N/A	Y/N	Y/N	Y/N	Y/N**
State Attainment Goal	%	%	%	%	%	%	%	
Cohort N	N	N	N	N	N	N	N	N
% Attainment (x,x)	% (x,x)	% (x,x)	% (x,x)	% (x,x)	% (x,x)	% (x,x)	% (x,x)	%
Met Attainment AMAO	Y/N	Y/N	N/A	N/A	Y/N	Y/N	Y/N	Y/N**

**Not meeting AMAOs for one or more cohorts for progress and/or for proficiency is considered not having met AMAOs for the district.

